Kids at Hope Online Academy

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1717 W. Northern Ave., Ste 104, Phoenix, AZ 85021
Blueprint Education

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

High School Achievement Profile [a]

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress [b]

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status [b]

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Dr. Barbara Day
Schedule :	08:00 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	115
Web Address :	www.kidsathope.com
Phone Number :	(602) 674-5555
Fax Number :	(602) 943-9700
E-mail :	barbarad@blueprinteducation.org

Mission

Kids at Hope Online Academy shall provide innovative, interactive, Internet-based academic courses for Arizona high school aged students who seek a non-traditional approach to learning with access to courses technologically at a time and place geographically separate from the school campus.

School / Academic Goals

Ü As measured by AIMS scores and course assessments, a majority of continuing students living in Arizona will demonstrate one year's growth in each academic subject in an academic year: Language, Reading, Writing, Mathematics.

Ü To meet the unique learning needs of students, more Internet courses will be researched, designed, developed, aligned to Arizona Standards and offered to students.

Ü Students will benefit from increased interaction and communication through email, phone and personal instruction between intructional staff, administrative staff and students.

Ü More students and families will become aware of Kids at Hope Online Academy through various media including news media articles, websites, school publications, public presentations and personal communication.

Enrollment

October 1, 2004 School Year Student Enrollment : 73

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 115

Kids at Hope Online Academy

Instructional Programs

- Technology-based Learning
- State Approved Cyber High School
- Open-entry Open-exit Self-paced Program
- NCA & CITA Accredited, NCAA Approved
- Diploma Program: Standard & College Prep
- Comprehensive Curriculum
- Honors Courses
- Community Based Learning Centers

Calendar Information

Number of Instruction Days :	361
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	7/1/2005
Last Day of School :	6/30/2006

Shared Responsibilities

School

Kids at Hope Online Academy will inform parents of their students' academic performance on a daily basis by way of the students' Online Grade Look-up, provide guidance for student enrollment and support parents with answers to their questions regarding distance learning through technology.

Parents

Parents will be responsible for keeping time logs for their students' distance learning study time both online and offline, submit logs monthly to the school and ensure their students will take the state required performance assessments annually.

Transportation Policy

No transportation is provided.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Arizona Virtual School	2003
Renaissance Awards to Students each school year	2005
Channel 3 TV Education Feature www.kidsathope.com	2004

Kids at Hope Online Academy

10th Grade

Mathematics

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	59	69846	100	100	100	708	670	699	0	45	21	33	15	11	33	35	49	33	5	18
All Students (Prior Year)	14	18	65934	NA	100	100	493	483	492	36	50	43	21	17	18	29	22	24	14	11	15
Female	17	39	34328	100	100	99	684	664	702	0	46	19	50	23	12	50	31	51	0	0	18
Male	NC	20	35509	NC	100	100	NC	682	696	NC	43	23	NC	0	11	NC	43	48	NC	14	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	--	23	23363	--	82	100	--	660	680	--	58	32	--	8	16	--	33	45	--	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	25	34	36421	100	100	99	708	692	714	0	14	12	33	29	8	33	43	54	33	14	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	26	59	62220	100	100	99	708	670	712	0	45	16	33	15	11	33	35	53	33	5	20
Limited English Proficient Students	--	NC	5834	--	NC	100	--	NC	612	--	NC	46	--	NC	20	--	NC	31	--	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	26	59	48489	100	100	100	708	670	704	0	45	15	33	15	10	33	35	52	33	5	23

Reading

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	54	71311	73	89	100	670	677	694	0	0	7	100	50	21	0	50	63	0	0	9
All Students (Prior Year)	11	15	68162	100	100	100	516	505	509	18	27	18	18	20	24	45	40	51	18	13	8
Female	11	37	34899	92	95	100	670	674	700	0	0	5	100	42	19	0	58	66	0	0	10
Male	--	19	36430	--	86	100	--	678	688	--	0	9	--	67	22	--	33	61	--	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	31	24056	--	100	100	--	672	672	--	0	13	--	58	31	--	42	53	--	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	13	21	36841	72	78	99	670	693	713	0	0	3	100	25	12	0	75	72	0	0	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	16	55	63379	73	92	100	670	676	707	0	0	5	100	50	18	0	50	68	0	0	10
Limited English Proficient Students	--	NC	6402	--	NC	100	--	NC	596	--	NC	25	--	NC	44	--	NC	30	--	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	16	56	49157	80	100	100	670	676	702	0	0	4	100	50	16	0	50	69	0	0	11

Writing

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	55	70868	73	90	100	639	665	688	0	6	5	100	71	23	0	24	63	0	0	9
All Students (Prior Year)	10	13	67629	100	100	100	463	471	524	50	38	22	20	23	16	30	38	59	0	0	3
Female	11	38	34710	92	97	99	639	656	697	0	8	3	100	69	19	0	23	66	0	0	12
Male	--	20	36176	--	91	100	--	680	678	--	0	7	--	57	27	--	43	59	--	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	32	23868	--	100	100	--	664	670	--	8	9	--	69	33	--	23	55	--	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	13	21	36710	72	78	99	639	666	702	0	0	2	100	75	15	0	25	69	0	0	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	16	57	63054	73	95	99	639	664	701	0	5	3	100	65	20	0	30	67	0	0	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	16	58	48960	80	100	100	639	664	694	0	5	3	100	65	18	0	30	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	02-03	03-04	04-05
Mathematics		43	66
Reading		63	0
Writing		30	0
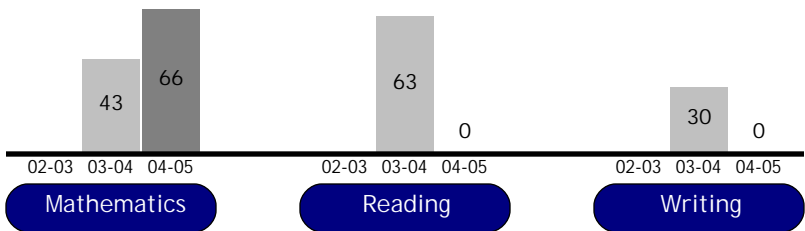
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	100	60	NA	42	--	--	37	51
	Language	--	--	--	42	100	46	21	42	--	--	35	50
	Mathematics	--	--	--	60	100	58	41	63	--	--	30	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Kids at Hope Online Academy

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü Develop business/community partnerships
1 Non-certified Employee(s)	Ü Lead school improvement process
1 Teacher(s)	Ü Curriculum development advisement
1 Parent(s)	Ü Instructional programs/strategies advice
3 Community Member(s)	Ü Budget development & oversight
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	8.70
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

Ü Students May Study at Home	Ü Computer Labs in Communities
Ü Access May be Acquired at Libraries, etc	Ü Computer & Internet Usage Required

Extracurricular Activities

Ü Access to some Boys & Girls Clubs

Social Services

Ü Counseling Services

Ü Career & College Advisement

Ü Scholarship Fund Assistance if available

Ü Boys & Girls Clubs partnerships

Kids at Hope Online Academy

School Achievements/Accomplishments 2004-05

Ü A total of 19 new online courses were developed, aligned to standards and offered to students. Most courses address our growing student population, the challenged readers. More courses are in development.

Ü Two students from Kids at Hope Online Academy were named Renaissance Award winners in 2005 for their personal and academic growth in core academic areas (goal 1) since they enrolled in the school. A student is a National Merit Scholarship finalist.

Ü Weekly student communications were sent regarding course completion for graduation, policies and participation in state tests. Teacher student interaction increased. News articles, public presentations and an updated website informed our publics.

Ü Students outperformed peers in the state, county and district in AIMS reading and writing. A student received a perfect score in reading. Terra Nova results show the school outperformed the district students. no national results were available.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	NA	95	94	95
Transfers Out Rate[5]	37	12	12	17
Transfers In Rate[6]	1262	28	28	37
Stability Rate [7]	62	87	87	82
Promotion Rate [8]	66	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	22	0	1	6
Status Unknown [11]	4	0	1	4
Graduation Rate [12]	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

Kids at Hope Online Academy

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Kids at Hope Online Academy individual students have personal access codes to enter their own courses and access online information.
Customized webliographies, including staff researched and approved links, are developed for online courses.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :	0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Arlene Duston	(602) 674-5555
Transportation Policy		
Community Resources	Dr. Donald Covey	(602) 674-5555
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

Kids at Hope Online Academy

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.